

All of the games below have a grammar focus and can be adapted for use with any proficiency level at any grade level.

Odd Word Out!

Goal: to identify parts of speech

ELD Domain: vocabulary

Directions: Using vocabulary that has been covered in class, make sets of four or five words with one “odd word out” in each set. Here are some examples:

Regular Plural Nouns:	boys	cars	girls	men
Irregular Past Tense Verbs:	went	wanted	did	ate
Adjectives:	cold	cup	hungry	happy

Have students identify which word does not belong. Then have them identify the parts of speech of the three words that go together as well as the “odd word out.” This is an excellent way to assess grammar knowledge.

The Pronoun Game

Goal: to practice using pronouns to replace nouns.

ELD Domain: oral language development

Directions: This game requires student volunteers. The teacher chooses two students and gives one of them an object (like a ball, book, or piece of paper). The teacher asks the student to give it to the other student. Then the teacher asks the class what just happened. The class replies “Johnny gave the ball to Sara.” The teacher then asks the class to replace “Johnny” with a pronoun. The class replies “He gave the ball to Sara.” Then the teacher has them replace “the ball” with a pronoun. The class replies “He gave it to Sara.” Then the teacher has them replace “Sara” with a pronoun. The class replies “He gave it to her.”

There is/There are Game

Goal: to practice singular and plural with *there is* and *there are*.

ELD Domain: oral language development and writing

This game can be played like a matching card game: cards face down and you continue choosing two until two match, which you then keep. In this version, students must try and match, for instance, '9 planets' with the card that says 'solar system,' always producing full sentences using 'there is' or 'there are.' Students have the opportunity to repeat the target language often and work on singular/plural.

Here is an example: 26 letters the Alphabet

The student would say or write: ***There are 26 letters in the Alphabet.***

Here is a set of common matching cards. They are in order here, but will obviously get mixed up when the cards are cut up.

9 planets	Solar System
1 roll of tape	tape dispenser
12 months	a year
7 days	a week
a calendar	wall
50 states	United States
a notebook	table
a book	bookshelf
4 seasons	year
5 vowels	the English alphabet

Conditional Chains

Goal: to practice using conditional sentences.

ELD Domain: writing and oral language

Directions: With this activity you practice any kind of conditional sentence, depending on your students' proficiency level. The teacher writes on the board the beginning of a conditional sentence, i.e. "If I were rich....," so the first student has to finish it. Then the next student has to begin a new sentence using the last part of his/her classmate's sentence. For example, if the first student said: "If I were rich, I would go to London," then the second student has to start by saying "If I went to London..." Student link one sentence with another, making any necessary changes.

Guess the Sentence

Goal: to guess the sentence using grammar terms.

ELD Domain: oral language development

Directions: Divide the class into two teams or more, according to how big the class is. It would not matter if you had groups of threes up to fives. Then you explain the task: One student from each group will come to the board. You will give him/her a simple sentence in English, and he/she has to explain it to his/her group using grammar words and definitions without saying any of its words. Here is an example:

You give the student the following sentence: ***The teacher told us to be quiet.***

The student is supposed to explain this way: *The first word is the definite article..* (Here, the group is supposed to guess that it is "THE"). *The second word is a noun, it means the person who teaches a class.* (Here the group is supposed to guess "TEACHER"). *The third word is a verb in the simple past, it means.....*

and so on...

Tic-Tac-Toe (Grammar style)

Goal: to practice using irregular past tense forms of verbs.

ELD Domain: oral language and writing

Directions: Have students pair up and decide who will be “X” and who will be “O.” Hand out the Tic-Tac-Toe grids to each pair of students. Then have students take turns writing in the infinitive form of irregular verbs in the squares of the Tic-Tac-Toe grid (See list below of some common irregular verbs). Taking turns, each student reads aloud one of the verbs from the grid. The student must then use the past tense form of the verb in a simple sentence. For example, the student picks “to eat” and responds with “Yesterday, I ate lunch in the cafeteria.” If the sentence is correct and the verb conjugated correctly, the student puts an “X” or an “O” in the square containing the verb. The student who gets three Xs or Os in a row is the winner.

List of Some Common Irregular Verbs in English

<i>Infinitive form</i>	<i>Past tense form</i>
to be	was/were
to come	came
to do	did
to eat	ate
to go	went
to have	had
to make	made
to ride	rode
to run	ran
to see	saw
to take	took

Tic-Tac-Toe Grid
